

The Metropolitan Life Survey of

**THE
AMERICAN
TEACHER**

1996

**Students Voice Their Opinions on:
Learning About Values and Principles in School**

Part III



Surveys in this Series

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(Continued on inside back cover)

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Learning About Values and Principles in School

Part III

Conducted for
Metropolitan Life Insurance Company
by
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INTRODUCTION

The Metropolitan Life Survey of the American Teacher 1996, Students Voice Their Opinions on: Learning About Values and Principles in School was conducted by Louis Harris and Associates, Inc. on behalf of Metropolitan Life Insurance Company. This report, the third in a series of four, reflects MetLife's continued efforts to bring insight and understanding to current issues in education that affect the nation's public schools. MetLife's overall goal is to bring the opinions of teachers, students and parents to the attention of educators, policymakers and the American public.

This survey sought students' opinions on a number of topics related to values and principles of right and wrong. Public school students from middle and high schools nationwide, in grades seven through twelve, were queried on:

- ★ Whether or not lessons on values belong in the classroom;
- ★ How helpful these lessons are;
- ★ Where they learn their values and seek advice; and
- ★ The role that peers and adults play in their decision-making activities.

Overall, the findings provide the education community with: 1) a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom, 2) ways to enhance the utility of these lessons, and 3) insight into basic strategies that teenagers use when faced with difficult decisions.

Survey Method

A total of 2,524 questionnaires were completed with public school students enrolled in grades seven through twelve throughout the continental United States. Every public school containing any of these grades had an equal chance of being selected. Weights were applied so that the sample of students in grades seven through twelve is projectable to the total student population nationally. From December 19, 1995 through February 2, 1996 questionnaires were self-administered by students in the classroom under the close supervision of a teacher.

Notes on Reading Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report is also available.

Project Responsibility and Acknowledgements

The Harris team responsible for the design and analysis of this survey included Robert Leitman, Executive Vice President; Katherine Binns, Senior Vice President; and Alan Steinberg, Research Director. Louis Harris and Associates, Inc. gratefully acknowledges the contributions to this project of our colleagues at MetLife.

Louis Harris and Associates, Inc. is responsible for the final determination of the topics, question wording, collection of the actual data, and analysis and interpretation in the report.

EXECUTIVE SUMMARY

The findings in this survey show that most American teens value principles of right and wrong. Public school students rely on a diverse group of influences -- including their own personal experiences and mistakes -- to shape their value systems. Most cite family and friends as their most important teachers, but equally large proportions believe that public schools have a role to play in teaching values and the principles of right and wrong.

Many students take part in activities that provide positive contributions to young people's values and principles of right and wrong. During the past year, many have participated in after-school groups, religious services and volunteer programs in their communities. Smaller proportions belong to youth organizations like the Girl Scouts or Boy Scouts, or have participated in student government and other political activities. Nonetheless, it is a small proportion (fewer than 1 in 5) that has not taken part in any of these kinds of activities in the past year.

There is strong consensus among public school students that faith and values are an important part of school life, and a majority favor the teaching of values and principles of right and wrong in school. More than six in ten share this view and a similar proportion believe that teachers should either continue or increase the emphasis they currently place on teaching values. These opinions, however, are not representative of all students. There is a noteworthy minority who feel that values do not belong in school (1 in 5) and a nearly equal proportion who believe this subject deserves less emphasis (1 in 6).

The survey findings suggest that many students believe there are tangible benefits to be gained from the teaching of values and the principles of right and wrong. Students who experience social tensions and conflict in school are more supportive than others of efforts to increase the level of emphasis currently being placed on the teaching of values, suggesting that students believe a link can be made between these kinds of efforts and the quality of their school environment.

Nevertheless, students give mixed reviews to their school's efforts to teach values. Three in five believe the lessons teachers try to teach about values and principles of right and wrong will be helpful to them in the future, but just as many students say these efforts are not based on realistic examples. Given this mixed review, it is not surprising to see that few students turn to their teachers for advice. Likewise, when faced with a difficult decision most students (more than 8 in 10) say they would rely on their own personal sense of what is right rather than relying on the advice of friends.

Major Findings

1. For many students, values and principles of right and wrong belong in the classroom and one in three would like their teachers to place more emphasis on teaching this subject than they do currently.

- ★ A sizable majority (63%) feel that lessons on values and principles belong in the classroom.
- ★ Still, a fair number of students surveyed (1 in 5) do not endorse the practice of teaching values in school.
- ★ Students least likely to support this practice are those who perform poorly in school (C's or worse). Among those students, only 41% endorse this practice; the comparable proportions for average and high performers are 57% and 69%, respectively.
- ★ Female students show more support for teaching values than male students (68% vs. 58%).
- ★ Minority students and those from rural schools are more interested than their counterparts in having more emphasis placed on teaching values.

2. Non-urban African-American students appear to be a unique group of students with respect to their opinions about teaching values in school.

- ★ Non-urban African-American students show a greater level of support than other groups: eight in ten believe this subject should be taught in the classroom; comparable proportions among white and Hispanic students are about 20 percentage points less.
- ★ A greater proportion of non-urban African-Americans also believe more emphasis should be placed on teaching values in the classroom: nearly half (48%) favor an increase in emphasis compared with only one in three among white and Hispanic students.

3. Most teens learn their values from their parents but seek advice from their peers.

- ★ More than half (56%) of all students say that teens learn their values primarily from their parents; a sizable minority, however, say their friends are their primary source (29%).
- ★ When seeking advice, however, most teenagers approach their friends (74%) rather than their parents (13%) or teachers (3%), according to students' reports.
- ★ Female students are more likely than male students to say teenagers learn from their parents (62% vs. 49%); however, they also are more likely to say that teens seek advice from friends than their counterparts do (82% vs. 67%).
- ★ White students appear to rely on friends for advice to a greater extent than do African-American and Hispanic students (80% vs. 59% and 58%, respectively).
- ★ High school students are more likely than middle school students to think that teens seek advice from their friends, and as students progress from seventh through twelfth grades, the likelihood increases.

4. Students report that they value their own opinions and judgments, are willing to learn from their own mistakes and are not easily persuaded by what others might think.

- ★ A majority of students think it is best to make their own decisions and learn from their mistakes (61%) than to seek the advice of others whom they respect (39%).
- ★ Four in five (83%) students are more likely to make a difficult decision based on what they think is right than based on what their friends believe is right (17%).
- ★ Younger students who attend middle school are more likely than high school students to base their decisions on what their friends think. As students get older, this tendency gradually diminishes (from 25% in seventh grade to 10% in eleventh and twelfth grades). Conversely, there is a gradual increase in the proportion who base their decisions on their own judgment (from 75% in seventh grade to 90% in eleventh and twelfth grades).

5. Many students participate in activities such as after-school groups, religious services and volunteer work that provide positive contributions to

their values and principles of right and wrong.

★ Six in ten students have taken part in an after-school program during the past year; a similar proportion attended religious services.

★ Only a small proportion (fewer than one in five) has not taken part in any of these activities in the past year.

6. Most students feel that their own faith and values have an important place in their school life.

★ A large majority (83%) feel these are either very (44%) or somewhat (39%) important elements of their school life.

★ Females, African-Americans and students from rural schools feel more strongly about the importance of their own values and faith in their school life than do their counterparts.

7. When the level of social tension is high, students seem to be interested in increasing the emphasis being placed on teaching values.

★ Among students who say their peers do not get along well in school, a larger proportion (37%) feel that more emphasis should be placed on teaching values than among those who say their peers get along well (32%). Those who do get along well are more likely to be satisfied with the current emphasis (41%) than students who do not get along well (30%).

★ When social relations among those with different economic backgrounds is strained, students are more likely to express an interest in increasing the current emphasis than those who describe these relations as positive (40% vs. 34%). A similar relationship exists for students who describe their school's race relations as strained.

8. Students overall are equivocal about how helpful these lessons will be to them in the future. Perhaps one explanation for this is that half of them think that teachers fail to use realistic examples.

★ While 63% of students believe that lessons on values should be taught in school, only one in two (50%) believe the examples teachers use in class are realistic. Together these findings suggest that some proportion of students support the

teaching of values in school despite their criticisms that the lessons are not practical enough.

- ★ Students who feel that these lessons are realistic are twice as likely to believe they will be helpful (78% vs. 39%).

CHAPTER 1: TEACHING VALUES IN THE CLASSROOM

Do Values Belong in the Classroom?

Students were queried on their opinions about teaching values in the classroom: whether values belong there, how much emphasis should be placed on them and whether students think the lessons will be helpful to them in the future. Also reported in this section are students' perceptions of where teens learn their values and from whom they seek advice when it's needed.

A sizable majority of two in three students (63%) believe that lessons on values and principles of right and wrong belong in the classroom. One in five (23%) believe this subject should not be taught in school; 15% did not express an opinion.

There is very strong support among African-American students in suburban and rural schools for teaching values and principles of right and wrong: eight in ten (80%) believe it has a place in the classroom, whereas less than two-thirds of suburban and rural white and Hispanic students share this opinion. However, in urban areas, African-American students (62%) are no more likely than Hispanic students (61%) and only somewhat more likely than white students (58%) to show support for its place in the classroom. Sex differences are evident as well: female students are more likely to welcome lessons on values than male students (68% vs. 58%).

Associations are found between the likelihood of endorsing the practice of teaching values in school and two school-related factors: academic status and perceived quality of education. Those who do poorly in school (C or worse) are not very likely to support lessons on values (41%) whereas more than one in two average performers (57%) and more than two-thirds (69%) of high academic performers respond favorably to this idea. Also, those who are satisfied with the quality of their education (ratings of A or B) are more likely (68%) to welcome this subject in the classroom than those who are less satisfied (C) or dissatisfied (D or worse) (56% and 42%, respectively).

Another question assessed the importance of students' own faith and values in their school life. A large majority (83%) feel these are either very (44%) or somewhat (39%) important elements for them. One's own faith and values appear to be more important for female than male students (89% vs. 79%).

Observation:

A fair number of students who feel that faith and values have an important place in their school life do not necessarily favor teaching values in the classroom. Thus, the importance of one's own values in school may for a sizable minority of students be independent of their opinions on the appropriateness of teaching values in school.

When compared to their counterparts, females, African-Americans and students from rural areas feel more strongly about the importance of their own values and faith in their school life. Differences range from seven to twelve percentage points.

Table 1-1

WHETHER OR NOT LESSONS ON VALUES BELONG IN THE CLASSROOM:
BY SEX AND RACE

Q.D1: Do you believe that lessons on values and principles of right and wrong belong in the classroom, or not?

	SEX			RACE		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2499	1142	1353	1318	467	492
	%	%	%	%	%	%
Lessons on values and principles of right and wrong belong in the classroom	63	58	68	62	66	61
No, they do not	23	26	19	25	15	22
Don't Know	15	16	13	13	18	17

Table 1-2

WHETHER OR NOT LESSONS ON VALUES BELONG IN THE CLASSROOM:
BY RACE ACROSS SCHOOL LOCATION

Q.D1: Do you believe that lessons on values and principles of right and wrong belong in the classroom, or not?

	<u>Total</u>	WHITE		AFRICAN-AMERICAN		HISPANIC	
		<u>Urban</u>	<u>Suburban/Rural</u>	<u>Urban</u>	<u>Suburban/Rural</u>	<u>Urban</u>	<u>Suburban/Rural</u>
Base	2499 %	524 %	794 %	383 %	84 %	335 %	157 %
Lessons on values and principles of right and wrong belong in the classroom	63	58	64	62	80	61	61
No, they do not	23	27	24	18	7	21	23
Don't Know	15	14	12	20	13	18	16

Table 1-3

WHETHER OR NOT LESSONS ON VALUES BELONG IN THE CLASSROOM:
BY COURSE GRADES AND QUALITY OF EDUCATION

Q.D1: Do you believe that lessons on values and principles of right and wrong belong in the classroom, or not?

	<u>Total</u>	COURSE GRADES			QUALITY OF EDUCATION		
		<u>A/B Mostly</u>	<u>B/C Mostly</u>	<u>C or Worse</u>	<u>A or B</u>	<u>C</u>	<u>D or Worse</u>
Base	2499 %	1449 %	803 %	239 %	1598 %	553 %	244 %
Lessons on values and principles of right and wrong belong in the classroom	63	69	57	41	68	56	42
No, they do not	23	19	25	37	19	27	46
Don't Know	15	12	17	22	13	17	13

Table 1-4

IMPORTANCE OF FAITH AND VALUES IN SCHOOL LIFE: BY SEX AND RACE

Q.D5: In your school life, how important to you are faith and values -- very important, somewhat important, or not very important?

	SEX			RACE		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2501	1140	1357	1322	465	491
	%	%	%	%	%	%
Very Important	44	40	49	42	54	48
Somewhat Important	39	39	40	41	35	34
Not Very Important	10	13	7	12	4	9
Don't Know	6	8	4	5	7	9

Table 1-5

IMPORTANCE OF FAITH AND VALUES IN SCHOOL LIFE: BY SCHOOL LOCATION

Q.D5: In your school life, how important to you are faith and values -- very important, somewhat important, or not very important?

	LOCATION			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2501	1384	649	468
	%	%	%	%
Very Important	44	46	36	53
Somewhat Important	39	38	45	34
Not Very Important	10	9	14	7
Don't Know	6	7	5	6

How Much Emphasis Should Be Placed on Teaching Values in the Classroom

A majority of students (69%) feel that their school should either continue placing the same amount of emphasis (35%) or more emphasis (34%) on teaching values and principles. Only a minority of students (15%) think less emphasis is needed. African-Americans are less likely (26%) than white (39%) and Hispanic (31%) students to be satisfied with the current emphasis and somewhat more likely (38% vs. 33% and 35%, respectively) to think their school should place more emphasis on teaching values.

While there is little variation in responses to this question across school location for students as a whole, African-Americans differ substantially from urban to suburban and rural locations. Nearly half (48%) of suburban and rural African-American students feel more emphasis should be placed on teaching values, yet only one-third (35%) of their urban counterparts share this view.

Observation:

African-Americans who attend non-urban schools appear to represent a unique group with respect to their position on the issue of teaching values in school: they are strongly in favor of it and would like to see more emphasis placed on teaching this subject.

Table 1-6

AMOUNT OF EMPHASIS THAT SHOULD BE PLACED ON TEACHING VALUES: BY RACE AND SCHOOL LOCATION

Q.D4: Overall, do you think your school should place more emphasis on teaching values and principles of right and wrong, less emphasis, or is the level of emphasis about right?

	RACE				LOCATION		
	<u>Total</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2498	1319	464	492	1381	650	467
	%	%	%	%	%	%	%
Should place more emphasis on teaching values	34	33	38	35	34	32	37
Should place less emphasis on teaching values	15	15	13	15	15	15	14
Current emphasis is about right	35	39	26	31	32	37	36
Don't Know	16	14	23	19	18	16	13

Table 1-7

**AMOUNT OF EMPHASIS THAT SHOULD BE PLACED ON TEACHING VALUES:
BY RACE ACROSS SCHOOL LOCATION**

Q.D4: Overall, do you think your school should place more emphasis on teaching values and principles of right and wrong, less emphasis, or is the level of emphasis about right?

	<u>Total</u>	WHITE		AFRICAN-AMERICAN		HISPANIC	
		<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2498 %	524 %	795 %	381 %	83 %	335 %	157 %
Should place more emphasis on teaching values	34	32	34	35	48	35	35
Should place less emphasis on teaching values	15	15	14	15	6	12	19
Current emphasis is about right	35	37	39	26	26	35	26
Don't Know	16	16	13	24	20	17	20

**Social Tension in School Is Associated With a
Greater Interest in Teaching Values in the Classroom**

Students' evaluations of their school's social climate bear a relationship to how much emphasis they would like their school to place on teaching values. When students do not get along well in school, they are less satisfied with the current emphasis and would be more satisfied if greater emphasis were placed on teaching values.

Among students who say their peers get along well, 41% feel the current emphasis on teaching values is about right; among those who say their peers do not get along well, substantially fewer (30%) feel the current emphasis is about right and a larger proportion of the latter group feel that more emphasis should be given to teaching values (37% vs. 32%).

A similar association is found between social relations among students from different economic backgrounds: those who describe a positive social climate are more likely than those who describe a negative social climate to be satisfied with the current level of emphasis (38% vs. 26%), while

those who describe their school's social climate in a negative light are more likely to feel that more emphasis needs to be placed on teaching values.(40% vs. 34%). A similar relationship exists between students who report positive vs. negative race relations in school.

Observation:

When social relations are strained and students are not getting along well with their peers, they express a desire for more emphasis on teaching values and principles in school. One possible interpretation for this is that when important standards of conduct (i.e., values and principles) which form the basis of productive and acceptable human relations are violated, students look to their teachers for help. One way teachers can help is to place greater emphasis on addressing these standards in the classroom.

Table 1-8

AMOUNT OF EMPHASIS THAT SHOULD BE PLACED ON TEACHING VALUES:
BY SELECTED STUDENT RATINGS ON SOCIAL RELATIONS

Q.D4: Overall, do you think your school should place more emphasis on teaching values and principles of right and wrong, less emphasis, or is the level of emphasis about right?

	SOCIAL RELATIONS			HOW WELL STUDENTS OF DIFFERENT ECONOMIC BACKGROUNDS GET ALONG		HOW WELL STUDENTS OF DIFFERENT RACIAL BACKGROUNDS GET ALONG	
	Total	Most Get Along	Only Some/Hardly Any Get Along	Very/ Somewhat Well	Not Very/ Not At All	Very/ Somewhat Well	Not Very/ Not At All
Base	2498 %	1136 %	1292 %	1780 %	476 %	1878 %	454 %
Should place more emphasis on teaching values	34	32	37	34	40	34	36
Should place less emphasis on teaching values	15	13	15	14	18	13	24
Current emphasis is about right	35	41	30	38	26	38	28
Don't Know	16	14	18	14	16	15	12

How Helpful These Lessons Will Be in the Future

Three in five (60%) students think that lessons on values will be helpful to them in the future. Among the other 40%, half believe these lessons will not be helpful (21%) and the other half (19%) did not express an opinion.

The perceived usefulness of these lessons varies by sex, urbanicity and race. Females are more likely than males (64% vs. 55%) to believe these lessons will be personally helpful. Rural students are more inclined (68%) than urban (58%) and suburban (55%) students to perceive them as useful. White students are less likely (58%) to believe these lessons will be helpful to them in the future compared with African-American (64%) and Hispanic (65%) students, particularly in urban areas where their proportion drops to 51%.

Lessons on values are perceived as having greater utility among those who do well in school compared with those who do average (65% vs. 55%); however, a substantial drop occurs among low academic performers: only 41% believe that lessons of this kind will be helpful to them in the future.

Further, among students who rate their teachers overall as fair or poor, well under half (39%) believe that these lessons will be helpful to them in the future; by contrast, 67% who are satisfied with the quality of their teachers believe they will be helpful.

Table 1-9

PERCEIVED HELPFULNESS OF LESSONS: BY SEX AND RACE

Q.D3: Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

	SEX			RACE		
	Total	Male	Female	White	African-American	Hispanic
Base	2502	1141	1357	1320	466	493
	%	%	%	%	%	%
They will be helpful in the future	60	55	64	58	64	65
They will not	21	25	17	24	15	16
Don't Know	19	20	19	19	21	19

Table 1-10

PERCEIVED HELPFULNESS OF LESSONS: BY SCHOOL LOCATION

Q.D3: Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

	LOCATION			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2502 %	1385 %	650 %	467 %
They will be helpful in the future	60	58	55	68
They will not	21	22	23	17
Don't Know	19	20	22	15

Table 1-11

PERCEIVED HELPFULNESS OF LESSONS: BY RACE ACROSS SCHOOL LOCATION

Q.D3: Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

	WHITE			AFRICAN-AMERICAN		HISPANIC	
	<u>Total</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2502 %	525 %	795 %	383 %	83 %	336 %	157 %
They will be helpful in the future	60	51	60	63	67	64	67
They will not	21	29	22	15	15	19	13
Don't Know	19	20	18	22	18	17	20

Table 1-12

**PERCEIVED HELPFULNESS OF LESSONS:
BY COURSE GRADES AND QUALITY OF TEACHER RATINGS**

Q.D3: Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

	COURSE GRADES				QUALITY OF TEACHER	
	<u>Total</u>	<u>A/B Mostly</u>	<u>B/C Mostly</u>	<u>C or Worse</u>	<u>Excellent/ Pretty Good</u>	<u>Fair/Poor</u>
Base	2502 %	1450 %	804 %	240 %	1762 %	692 %
They will be helpful in the future	60	65	55	41	67	39
They will not	21	17	24	32	15	37
Don't Know	19	17	21	27	18	24

How Realistic the Lessons on Values Are

Only half (50%) of students nationwide believe that teachers use realistic examples when they teach lessons on values and principles; nearly one-third (30%) believe teachers do not. There was a fairly high number of students (20%) who answered "not sure."

Female students once again respond somewhat more positively than males students: 54% (vs. 47%) think their teachers provide them with realistic examples. Rural students are also more positive (58%) than urban (48%) and suburban students (47%), and Hispanic students give more favorable responses than white and African-American (59% vs. 48% and 53%).

Table 1-13

WHETHER OR NOT LESSONS CONTAIN REALISTIC EXAMPLES: BY SEX AND RACE

Q.D2: When teachers in your school talk about values and principles of right and wrong in the classroom, do you think the examples they use are realistic, or not?

	SEX			RACE		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2500 %	1141 %	1355 %	1317 %	467 %	493 %
The examples they use are realistic	50	47	54	48	53	59
They are not realistic	30	32	27	32	26	24
Don't Know	20	21	19	20	22	17

Table 1-14

WHETHER OR NOT LESSONS CONTAIN REALISTIC EXAMPLES:
BY SCHOOL LOCATION

Q.D2: When teachers in your school talk about values and principles of right and wrong in the classroom, do you think the examples they use are realistic, or not?

	LOCATION			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2500 %	1382 %	651 %	467 %
The examples they use are realistic	50	48	47	58
They are not realistic	30	29	33	25
Don't Know	20	22	20	17

Relationship Between How Realistic the Lessons Are and Their Perceived Helpfulness

Students who feel the lessons contain realistic examples are twice as likely as those who feel otherwise to believe they will be helpful (78% vs. 39%). When examples are judged to be unrealistic, students are four times more likely to say the lessons will not be helpful to them than when students judge them as realistic (43% vs. 11%).

Table 1-15

PERCEIVED HELPFULNESS OF LESSONS BY REALISTIC VS. UNREALISTIC EXAMPLES

Q.D3: Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

	<u>Examples Are Realistic</u>	<u>Examples Are Not Realistic</u>
Base	1272 %	707 %
They will be helpful in the future	78	39
They will not	11	43

CHAPTER 2: WHERE STUDENTS LEARN THEIR VALUES AND WHO THEY RELY ON FOR ADVICE

This section reports where students learn their values and who they rely on (i.e., themselves, peers, adults) when they are faced with difficult decisions.

Where Teenagers Learn Their Values

More than half of all students say teenagers learn their values from their parents (56%) and about half as many say they learn them mostly from their friends (29%). Other choices include teachers and someone else; however, these were seldom mentioned (4% and 6%, respectively).

Sex differences are noteworthy: female students are much more likely (62%) than male students (49%) to say teenagers learn their values from their parents and less likely than males to say they learn them from friends (25% vs. 33%).

While students across demographic groups consistently report that the majority of their peers learn values from their parents, a larger proportion of white students than African-American and Hispanic students say that teenagers learn mostly from friends (31% vs. 21% and 23%, respectively). Another interesting difference occurs between urban and non-urban African-American students. Many more non-urban than urban African-American students say that teens learn mostly from their parents (70% vs. 57%).

Table 2-1

WHERE TEENS MOSTLY LEARN THEIR VALUES: BY SEX AND RACE

Q.D6: Where do you think teenagers MOSTLY learn their values -- from their parents, their friends, their teachers, or from someone else?

	SEX			RACE		
	Total	Male	Female	White	African-American	Hispanic
Base	2498	1138	1356	1320	464	491
	%	%	%	%	%	%
From Their Parents	56	49	62	56	60	52
From Their Friends	29	33	25	31	21	23
From Their Teachers	4	4	3	3	5	8
From Someone Else	6	7	5	5	9	8
Don't Know	6	7	5	6	5	9

Table 2-2

**WHERE TEENS MOSTLY LEARN THEIR VALUES:
BY RACE ACROSS SCHOOL LOCATION**

Q.D6: Where do you think teenagers MOSTLY learn their values -- from their parents, their friends, their teachers, or from someone else?

	WHITE			AFRICAN-AMERICAN		HISPANIC	
	<u>Total</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2498 %	526 %	794 %	382 %	82 %	335 %	156 %
From Their Parents	56	54	57	57	70	53	50
From Their Friends	29	34	30	21	20	23	24
From Their Teachers	4	1	3	7	0	6	10
From Someone Else	6	4	5	9	8	9	8
Don't Know	6	7	5	6	2	9	8

Who They Go to for Advice

When seeking advice, teenagers most often approach their friends (74%), according to students' reports. There is a very small minority of students who believe teenagers most often approach their parents (13%), teachers (3%) or someone else (6%).

Observation:

There are striking differences in responses to the questions that ask where teens learn their values and from whom they seek advice. Peers are relied upon to a much greater extent than adults when students need practical information about making personal decisions.

An interesting shift occurs between male and female students: female students are more likely to say teenagers learn from their parents, but when it comes to seeking advice, they are more likely than males to say teenagers learn from their friends (82% vs. 67%).

While the majority of each racial and ethnic group says their peers go to friends for advice, the tendency to do so varies considerably across these groups. White students are more likely to say that teens seek advice from friends (80%) than African-Americans and Hispanics (59% and 58%,

respectively). Across school locations, African-American students once again respond very differently: in suburban and rural areas, they are much more likely (80%) to say "friends" than those in urban areas (53%).

The general pattern across school location is that urban students are less likely to think that teenagers seek advice from friends (67%) in comparison to their rural (75%) and suburban (81%) counterparts.

Older students (grades 9-12) are more inclined to believe that teenagers seek advice from their friends than younger students (grades 7-8). In fact, as students progress from grade seven through grade eleven, there is a gradual increase in the proportion who say that friends are most often approached for advice. For example, among seventh graders, 57% report that teens most often go to their friends, while the comparable proportion for eighth graders is 64% and for ninth graders is 79%. For those in eleventh, the proportion grows to 86%, although it drops slightly to 84% in twelfth grade.

Table 2-3

WHO TEENS APPROACH FOR ADVICE: BY SEX AND RACE

Q.D7: Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else?

	SEX			RACE		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2497	1139	1354	1320	464	490
	%	%	%	%	%	%
Their Parents	13	16	10	10	18	22
Their Friends	74	67	82	80	59	58
Their Teachers	3	4	2	2	5	4
Someone Else	6	7	5	4	11	9
Don't Know	.5	7	2	4	7	6

Table 2-4

WHO TEENS APPROACH FOR ADVICE: BY RACE ACROSS SCHOOL LOCATION

Q.D7: Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else?

	WHITE			AFRICAN-AMERICAN		HISPANIC	
	<u>Total</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>	<u>Urban</u>	<u>Suburban/ Rural</u>
Base	2497 %	525 %	795 %	381 %	83 %	335 %	155 %
Their Parents	13	11	10	21	7	22	22
Their Friends	74	76	82	53	80	62	54
Their Teachers	3	3	2	6	0	4	5
Someone Else	6	5	3	12	10	8	11
Don't Know	5	5	3	8	3	4	7

Table 2-5

WHO TEENS APPROACH FOR ADVICE: BY SCHOOL LOCATION

Q.D7: Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else?

	LOCATION			
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2497 %	1382 %	649 %	466 %
Their Parents	13	16	10	13
Their Friends	74	67	81	75
Their Teachers	3	4	1	3
Someone Else	6	7	5	5
Don't Know	5	6	3	4

Table 2-6

WHO TEENS APPROACH FOR ADVICE: BY SCHOOL GRADE

Q.D7: Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else?

	SCHOOL GRADES						
	<u>Total</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Base	2497	492	375	458	426	357	390
	%	%	%	%	%	%	%
Their Parents	13	24	19	9	10	7	6
Their Friends	74	57	64	79	78	86	84
Their Teachers	3	6	3	1	2	1	2
Someone Else	6	6	9	6	5	2	5
Don't Know	5	7	5	4	5	3	3

The Importance of Learning From One's Own Mistakes

Another question took the issue of seeking advice a bit further. In a forced-choice format, students were asked which of two strategies they would use when making a difficult decision: learn from the advice of people they respect vs. make their own decisions and learn from their mistakes. A majority of students say they make their own decisions and learn from their own mistakes (61%) instead of seeking advice from others they respect (39%). Students across most demographic groups responded similarly, except in the case of male and female students: males (44%) are more likely than female students (34%) to learn from others than to rely primarily on themselves.

Observation:

It is altogether likely that some students chose the option to which they ascribe greater value whether or not that choice reflects their actual behavior. A plausible interpretation of these findings should therefore include this assumption: students either rely on their own judgment more often than that of others or believe that they should whether or not they actually do.

In a follow-up question, students were asked to choose the more important of two values related to making a difficult decision: base their decision on what they personally believe is right vs. what their friends think is right. Four in five (83%) feel that their own judgment is more important to them than the judgments of their friends. Younger students are more influenced by what their

friends think than what they personally believe is right: among middle school students, one in four (24%) are more concerned about doing the right thing in the eyes of their friends compared with about half that proportion (13%) among high school students.

A closer look at school grade differences indicates a decreased reliance on one's friends from seventh through twelfth grade (from 25% to 10%) and an increased reliance on their own judgement (from 75% in seventh grade to 90% in twelfth grade).

Observation:
This finding is consistent with the well-documented pattern of peer group conformity that occurs during adolescence. A rapid increase in conformity needs takes place during early adolescent development, followed by a gradual and steady decline from middle to late adolescence. Adolescents' needs for social acceptance are closely tied to this behavior.

Table 2-7

STRATEGIES USED WHEN MAKING A DIFFICULT DECISION: BY SEX

Q.D10: When you have to make a difficult decision, which statement is most true for you?

	SEX		
	Total	Male	Female
Base	2475	1122	1349
	%	%	%
I think it is best to learn from the advice of people you respect	39	44	34
I think it is best to make your own decisions and learn from your own mistakes	61	56	66

Table 2-8

HOW STUDENTS DETERMINE THE RIGHT DECISION: BY SCHOOL LEVEL

Q.D9: When you have to make a difficult decision, which statement is most true for you?

	<u>Total</u>	<u>SCHOOL LEVEL</u>	
		<u>7-8</u>	<u>9-12</u>
Base	2478 %	856 %	1620 %
I like to know I made a decision that I think is right	83	76	87
I like to know that my friends think I made the right decision	17	24	13

Table 2-9

HOW STUDENTS DETERMINE THE RIGHT DECISION: BY SCHOOL GRADES

Q.D9: When you have to make a difficult decision, which statement is most true for you?

	<u>Total</u>	<u>SCHOOL GRADES</u>					
		<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Base	2478 %	489 %	367 %	456 %	423 %	351 %	390 %
I like to know I made a decision that I think is right	83	75	76	84	85	90	90
I like to know that my friends think I made the right decision	17	25	24	16	15	10	10

The Importance of One's Point of View When Having an Argument

Another set of values was tapped by asking students about the importance of their point of view or opinion when they are engaged in an argument. They were asked to indicate whether trying to convince another person to agree with their own point of view was more or less important than trying to understand the other person's point of view and agreeing with that person.

Two in three students (66%) say they typically try to convince other people to agree with their point of view while one in three (34%) try to understand and agree with the other's point of view.

Older students are somewhat more likely (68%) to try to convince others than younger students (61%). White students are somewhat more likely than African-American and Hispanic students (67% vs. 64% and 62%, respectively) and suburban students are somewhat more likely than urban and rural students (70% vs. 65% and 61%, respectively) to try to communicate and convince others of one's own point of view instead of shifting to the other's point of view.

Table 2-10

STRATEGIES USED WHEN ARGUING ONE'S POINT OF VIEW: BY SCHOOL LEVEL

Q.D8: When you have an argument with another person, which statement is most true for you?

	<u>Total</u>	<u>SCHOOL LEVEL</u>	
		<u>7-8</u>	<u>9-12</u>
Base	2450 %	844 %	1605 %
I try to convince the other person to agree with my point of view	66	61	68
I try to understand the other person's point of view and agree with that person	34	39	32

Table 2-11

**STRATEGIES USED WHEN ARGUING ONE'S POINT OF VIEW:
BY RACE AND LOCATION**

Q.D8: When you have an argument with another person, which statement is most true for you?

	RACE				LOCATION		
	<u>Total</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2450 %	1299 %	449 %	482 %	1350 %	640 %	460 %
I try to convince the other person to agree with my point of view	66	67	64	62	65	70	61
I try to understand the other person's point of view and agree with that person	34	33	36	38	35	30	39

Activities Students Have Participated in During the Past Year

Taking part in school- and community-based activities can provide positive contributions to young people's values and principles of right and wrong. Students were surveyed on their involvement in a variety of activities, including belonging to an after-school group, belonging to a youth-serving organization, volunteer work in their community, running for student government and attending religious services.

In order of popularity, six in ten (59%) say they have taken part in an after-school group during the past year. This may include a drama club, a sports team or school choir. This is closely followed by attending religious services (57%). Participation in the third most frequently mentioned activity -- doing volunteer work -- drops sharply to only three in ten (31%). Fewer than one in five say they belong to a youth group such as the Girl Scouts or Boy Scouts. Fewer have run for student government (11%) or participated in political rallies (7%). Fewer than one in five (17%) say they did not participate in any of these activities in the past year.

Female students, white students and those from rural areas are more likely than their counterparts to belong to after-school groups and attend religious services; male students and white students are also more likely to do volunteer work in their community. Also, high school students are more

likely than middle school students to say they have participated in these activities in the past year. While the above differences are modest in magnitude, differences are more dramatic among high, average and low academic performers. For example, more than two in three (69%) high performers report participating in after-school programs while less than half (46%) of average performers and only one-third (35%) of low performers report participating in after-school programs. Similar proportions report attending religious services. However, involvement in youth organizations varies only slightly by academic status, as participation for each academic group ranges from 15% to 19%.

Table 2-12

STUDENT PARTICIPATION IN ACTIVITIES: BY SEX AND RACE

Q.D11: Which of these activities have you taken part in during the past year?

	SEX			RACE		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>African-American</u>	<u>Hispanic</u>
Base	2466 %	1120 %	1342 %	1307 %	456 %	483 %
Belonging to an after-school group, like the drama club, a sports team or the school choir	59	56	62	64	54	45
Attending religious services	57	54	61	62	56	42
Doing volunteer work or community service, like helping in a nursing home, community center or public library	31	26	37	34	25	24
Belonging to a youth organization like the Girl Scouts, Boy Scouts, or 4-H Club	17	17	17	17	24	9
Running for student government	11	9	13	13	10	7
Participating in demonstrations or political rallies	7	7	6	5	12	8
I don't do any of these things	17	18	16	14	16	32

Table 2-13

STUDENT PARTICIPATION IN ACTIVITIES: BY LOCATION AND SCHOOL LEVEL

Q.D11: Which of these activities have you taken part in during the past year?

	LOCATION				SCHOOL LEVEL	
	<u>Total</u>	<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>	<u>7-8</u>	<u>9-12</u>
Base	2466 %	1363 %	641 %	462 %	845 %	1619 %
Belonging to an after-school group, like the drama club, a sports team or the school choir	59	52	61	66	53	62
Attending religious services	57	53	53	69	52	60
Doing volunteer work or community service, like helping in a nursing home, community center or public library	31	28	35	29	22	36
Belonging to a youth organization like the Girl Scouts, Boy Scouts, or 4-H Club	17	16	12	26	20	16
Running for student government	11	9	13	13	10	12
Participating in demonstrations or political rallies	7	8	5	7	7	6
I don't do any of these things	17	21	18	11	20	16

Table 2-14

STUDENT PARTICIPATION IN ACTIVITIES: BY COURSE GRADES

Q.D11: Which of these activities have you taken part in during the past year?

	<u>Total</u>	<u>COURSE GRADES</u>		
		<u>A/B Mostly</u>	<u>B/C Mostly</u>	<u>C or Worse</u>
Base	2466 %	1437 %	790 %	231 %
Belonging to an after-school group, like the drama club, a sports team or the school choir	59	69	46	35
Attending religious services	57	65	46	41
Doing volunteer work or community service, like helping in a nursing home, community center or public library	31	37	22	19
Belonging to a youth organization like the Girl Scouts, Boy Scouts, or 4-H Club	17	19	15	16
Running for student government	11	15	7	6
Participating in demonstrations or political rallies	7	6	6	9
I don't do any of these things	17	11	25	32

APPENDIX A: CLEANING DATA FOR THE REPORT

CLEANING DATA FOR THE REPORT

As with all self-administered surveys, school-based surveys are susceptible to recording error. Although we take every possible precaution to prevent students from missing questions or misunderstanding instructions, we do not have the ability to ensure complete and error-free completion of every questionnaire. For this reason, there are a number of quality control steps and decision rules that we follow with school-based surveys. It should be noted that creating decision rules is as much an art as a science. They are reviewed on a study specific basis and whenever possible are designed to reduce the potential for bias. However, there are often no right or wrong answers and several different arguments could be made for or against each type of decision rule. This appendix provides a brief description of three basic categories of decision rules and provides examples of the kinds of rules that were used for this report.

Accounting for Missing Data

The majority of the questions in this survey were asked of all students; however, individual students occasionally missed questions or chose not to answer them. For this reason, the frequencies for each question (with only a few notable exceptions as described below) are based on the total number of responses to each question. As an overall check, each questionnaire is reviewed to ensure that a majority of all possible responses have been completed.

Filters and Consistency Checks

Because school-based surveys are “self-administered,” it is our preference to keep skip instructions to an absolute minimum in order to reduce the potential for recording error and for accidental skips of questions that should have been completed. Data cleaning permits us to double check written skip instructions and to add filters so the base for a given question is more closely defined. In other instances, it is possible to check for consistency between responses on separate questions and create decision rules that set a precedence between potentially conflicting responses.

Two specific examples:

In this survey, students were asked how many adults live in their household and how many of these adults work full-time or part-time (Q.A4 and Q.A7). First, a filter was added to this question so that any students living in a home with no adults would not be included in the group of students answering the question about adult employment. Second, a consistency check was used with the two questions, so that the number of employed adults could not exceed the total number of adults living with the respondent.

Decision Rules for Erroneous Multiple Responses

Many questions in this survey required students to choose only one answer (e.g., gender or grade in school). If more than one response was selected when only one was allowed, two types of decision rules were applied: prioritization or deletion of these responses from the individual record. Where multiple responses make it impossible to prioritize without potential bias -- such as gender or parents' marital status -- responses are deleted.

APPENDIX B: METHODOLOGY

METHODOLOGY

An Overview

A total of 2,524 questionnaires were completed with public school students in grades 7 through 12 throughout the United States. All administrations of the survey were conducted in the classroom between December 19, 1995 and February 2, 1996.

There are several benefits that can be gained from school-based interviewing as compared to home-based, in-person, or telephone interviewing. The school setting proves to be far more neutral, since young people are allowed to express their attitudes and experiences without the influence of a parent nearby. The privacy of a self-administered questionnaire provides further guarantee of confidentiality when asking young people questions of a sensitive nature. Furthermore, this approach assures the sample will include young people in households without telephones or whose parents might otherwise not agree to allow their teenager to complete an interview.

Creating a School Sample

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national surveys of students and schools that are conducted by the National Center for Educational Statistics.

The sample was selected to account for differences in grade enrollment, region and the size of the municipality where schools are located. A random selection of schools was drawn on the basis of the number of students in each cell proportionate to the number of students in the universe, creating a cross section of young people in grades 7 through 12. For this survey, two separate samples were created: a nationally representative sample of schools and an oversample of schools from the nation's 15 largest school districts. The national cross section sample yielded 1,588 completed questionnaires while the oversample of the nation's largest school districts yielded 936 completed questionnaires. Urban schools were defined as those located in the named central cities of metropolitan statistical areas (MSA's) as they are defined by the U.S. Census Bureau; suburban schools are located in the remaining portion of MSA's, and rural schools are located outside MSA's. Appendix B provides a detailed technical summary of the Harris Scholastic sample design methodology.

Weighting the Data

As with all school-based surveys, a two-stage weighting process was used to ensure a representative sample of students. These weights are based on data from the National Center for Education Statistics, and they control the distribution of students by grade, region, size of place, gender and race/ethnicity. The average class size was 23 students per class. Second stage weights controlled for grade, region, size of place, gender and race/ethnicity.

Table B-1 provides a comparison of the demographic profile of the weighted and unweighted total sample. Table B-2 provides a demographic profile of the weighted total sample, of urban, suburban and rural students. Table B-3 provides the same information for the unweighted sample, followed by a list of the 15 largest school districts by tier, the first tier representing the five largest districts, the second tier representing the 6th-10th largest districts, and the third tier representing the 11th-15th largest districts.

TABLE B-1
A COMPARISON OF WEIGHTED AND UNWEIGHTED SAMPLES

	TOTAL SAMPLE	
	<u>Weighted</u>	<u>Unweighted</u>
Base	2524 %	2524 %
<u>Grade:</u>		
7th	18	20
8th	17	15
9th	19	18
10th	16	17
11th	16	14
12th	13	16
<u>Region:</u>		
East	22	11
South	31	42
Midwest	25	20
West	22	27
<u>Location:</u>		
Urban	39	55
Suburban	35	26
Rural	26	19
<u>Gender:</u>		
Male	51	46
Female	49	54
<u>Race:</u>		
White	66	53
African-American‡	15	19
Hispanic	12	20

‡The term “African-American” is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

TABLE B-2
DEMOGRAPHIC PROFILE BY LOCATION
(WEIGHTED TOTAL SAMPLE)

	<u>Total</u>	<u>LOCATION</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2524 %	981 %	883 %	660 %
<u>Grade:</u>				
7th	18	12	16	30
8th	17	30	5	15
9th	19	14	38	*
10th	16	18	13	19
11th	16	15	13	24
12th	13	11	16	12
<u>Region:</u>				
East	21	11	34	22
South	32	43	9	43
Midwest	25	26	27	18
West	22	19	29	17
<u>Location:</u>				
Urban	39	100	-	-
Suburban	35	-	100	-
Rural	26	-	-	100
<u>Gender:</u>				
Male	51	50	52	51
Female	49	49	47	49
<u>Race:</u>				
White	66	46	74	84
African-American†	15	29	5	6
Hispanic	12	17	14	3

*Less Than 0.5%

†The term "African-American" is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

TABLE B-3
DEMOGRAPHIC PROFILE BY LOCATION
(UNWEIGHTED DATA)

	<u>Total</u>	<u>LOCATION</u>		
		<u>Urban</u>	<u>Suburban</u>	<u>Rural</u>
Base	2524	1399	656	469
	%	%	%	%
<u>Grade:</u>				
7th	20	18	15	32
8th	15	22	3	12
9th	18	16	35	*
10th	17	18	16	16
11th	14	13	12	20
12th	16	13	18	20
<u>Region:</u>				
East	11	7	17	14
South	42	50	21	47
Midwest	20	18	25	20
West	27	25	37	19
<u>Location:</u>				
Urban	55	100	-	-
Suburban	26	-	100	-
Rural	19	-	-	100
<u>Gender:</u>				
Male	46	46	46	45
Female	54	54	53	55
<u>Race:</u>				
White	53	38	63	82
African-American‡	19	28	8	6
Hispanic	20	24	21	5

*Less Than 0.5%

‡The term "African-American" is used to refer to both non-Hispanic Blacks and non-Hispanic African-Americans.

List of the fifteen largest school districts from which oversample was drawn:

First Tier:

New York City
Los Angeles Unified
City of Chicago
Dade County, FL
Philadelphia

Second Tier:

Houston ISD
Broward County, FL
Detroit Public Schools
Clark County, NV
Dallas ISD

Third Tier:

Fairfax County, VA
Hillsborough County, FL
San Diego City Unified
Palm Beach County, FL
Duval County, FL

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table B-4 shows the range of sampling variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

TABLE B-4

**APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO
USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT**

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,500	1	2	2	2	2
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table B-5 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% “yes” to a question, and an independent group of 500 has a response of 28% “yes” to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

TABLE B-5

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE
IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE
RESULTS APPEARING IN THIS REPORT

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
2,500 vs. 2,500	2	2	3	3	3
2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

The Interviewing Process

Gaining the Principal's Consent and Selecting a Class

After they were sent a letter soliciting their participation, Louis Harris and Associates contacted the principals in selected schools by telephone to request their participation in the survey. An eligible grade was randomly assigned to each school. If the principal agreed to participate, a random selection process was then used to select a particular class to complete the survey. The principal was asked to alphabetize all English classes for the grade assigned by the Harris firm. Using a random number selection grid, the interviewer identified an individual class. The survey was limited to English classes since this is one subject that all students are required to study at every grade level, which ensures a more representative sample of students by academic track and level of achievement.

Maximizing Response Rates

A number of steps were included in the consent process in order to maximize response rates among schools. The alert letter contained a brief description of the survey process and some background information on the Harris organization. Schools were offered educational materials from Scholastic as an incentive to participate. Our past experience has proven that the combination of the Harris and Scholastic names yields very high cooperation rates within the schools.

In addition, at a principal's request, calls were made to local boards or district offices to gain approval from the appropriate officials. If necessary, new copies of the introductory letter were mailed or sent via fax to the principal and/or other school officials.

Maintaining a Representative Sample

If a particular school could not participate, it was replaced by a school with similar demographic characteristics so as to preserve the integrity of the primary selection. Another randomly drawn school was chosen within the same region, with similar grade enrollment and size of municipality, and in the same or the nearest zip code to the original school.

Questionnaires were mailed to 126 schools in total; of these schools, 100 completed and returned the questionnaires. Table B-6 provides a breakdown of consents and completes for the national cross-section and the oversample.

TABLE B-6
A COMPARISON OF SCHOOLS WHO CONSENTED AND
THOSE WHO COMPLETED THE INTERVIEW

	Consents	Completes
	126	100
Cross-Section	82	66
Oversample	44	34

Interviewing the Students

Louis Harris and Associates mailed instructions, a set of questionnaires, and materials for return mail to the teacher of the selected class. In addition, teachers were provided with general instructions to use when administering the survey. The directions for each individual question appeared in capital letters above or near each question on the survey instrument itself.

The teachers administered the questionnaire from the front of the classroom; they were encouraged to read questions out loud to their students if they felt their class would have difficulty reading or answering the questions. By providing teachers with educational materials, including *The Basic Primer on Public Opinion Polling*, we hoped to assure that this exercise was woven into the classroom curriculum in a meaningful way. Furthermore, by surveying only one class in each school we imposed on the school as little as possible. Students were given envelopes in which to seal their completed surveys before returning them to the teacher. Please note that the survey instrument is anonymous; at no point is the student asked to provide his or her name.

Questionnaire Development

Initial drafts of the questionnaire were tested for length and comprehensibility. Testing was conducted in the classroom using the exact procedures that would be used for the full survey. Members of the Harris staff spoke to the teachers who administered the survey and asked for their observations regarding comprehensibility and about questions their students had difficulty answering. The survey instrument was refined accordingly.

Cleaning the Data

All interviews were carefully edited and checked for completeness and accuracy (see Appendix A for details). Surveys with significant errors or large proportions of missing data were removed; less than 1% of the questionnaires from this survey were removed. However, as with all self-administered questionnaires, occasional questions are sometimes left blank. For the purposes of this survey, the findings for each question are based on the total number of answers rather than the total number of potential respondents in the sample; for this reason, the bases on individual questions vary slightly.

Potential Sampling Error

The results for sample surveys are subject to sampling error -- the potential difference between results obtained from the sample and those that would have been obtained had the entire population been questioned. The size of the potential sampling error varies with both the size of the sample and with the percentage giving a particular answer.

Sampling error is only one way in which a survey may vary from the findings that would result from interviewing the entire population under study. Survey research is susceptible to human and mechanical errors as well. The most important potential sources are:

- ✓ Non-response (if those who are interviewed differ from those who are not interviewed). It should be noted that in this survey all students completed the survey, so errors caused by non-response are non-existent.
- ✓ Random or sampling error, which may in theory be substantial, even on large samples. Contrary to the impression given by the typical media caveat, there is no way to calculate the maximum possible error for any survey. All we deal with are probabilities.
- ✓ Question wording, particularly where the survey is measuring attitude or future intention and not a "fact." Several equally good questions may yield different (and equally valid) responses. In addition, question sequence can influence the responses, particularly to attitude questions.

The results of this survey, therefore, are susceptible to a variety of errors, some of which cannot be quantified. However, the procedures used by the Harris firm reflect the most reliable information available.

APPENDIX C: HARRIS SCHOLASTIC SAMPLE DESIGN METHODOLOGY

HARRIS SCHOLASTIC SAMPLE DESIGN METHODOLOGY

Introduction

The Harris Scholastic national probability sample of schools and students is based on a highly stratified two-stage sampling design. This design employs features similar to the sample designs used in various national samples of students and schools that are conducted by the National Center for Education Statistics.

Many of the studies which employ the Harris Scholastic national probability sample are based on a sample size of 2,500 students distributed over 100 schools. However, the basic design is sufficiently flexible to support any overall sample size between 500 and 25,000 students distributed over 25 to 1,000 schools.

The basic sample design involves two stages of sampling. In the first stage, a sample of schools is selected from a list of all schools. In the second stage, a sample of students is selected within those schools that are selected into the sample in the first stage.

Special procedures are employed to assure that the sampling process adequately represents the full range of schools over the entire nation. Particular care is given to the replacement of schools that are initially selected but are unwilling or unable to cooperate in the subsequent second stage selection of students.

Basic Sampling Design

The basic design used by Harris Scholastic for the selection of student samples involves a two-stage, stratified and clustered sampling process. Stratification variables involve school type (public, parochial and private), grade coverage, urbanicity and region. Specifically:

For public schools, the stratification dimensions include:

- a. Grade coverage (elementary, middle, upper, K-12 and other odd grade ranges 1-8, 6-12, etc.).
- b. Urbanicity (URBAN = central city of MSA or CMA; SUBURBAN = non-central city of MSA or CMA; RURAL = non-MSA).
- c. Region (Northeast, Midwest, South and West).

Within the basic strata, defined by these dimensions, stratification is carried out by state, grade enrollment and zip code.

The numbers of sub-stratum depend upon the particular design. Within each sub-stratum, the required number of schools is selected on an “nth student” basis (i.e., with probabilities proportional to the number of students). Replacement schools are selected by finding the nearest match (by zip code) for selected schools within the same cell and the same size group.

Sample Efficiency

In general, when clustered samples are compared to pure random samples that involve no clustering, it is found that the cluster samples exhibit somewhat greater sampling variation. The ratio of the variance shown by the cluster sample to the variance that would be expected from a pure random sample of the same size is known as the design effect or DEFF¹. The square root of DEFF is denoted by DEFT. The design effect is a measure of efficiency of a given sample design as compared to the benchmark of simple random sampling.

On the basis of empirical computation, the values of DEFF and DEFT for the standard Harris Scholastic sample design have been determined as 2.25 and 1.50, respectively. Thus, statistical inferences using data from a Harris Scholastic sample, which employ standard statistical formulas for the variance and standard error of estimate, should be modified through multiplication by the factors of 2.25 and 1.50, respectively. It is often the case that in-person area samples have DEFF values of approximately 2.0. The ratio of this DEFF value to average DEFF values calculated from other Harris Scholastic studies (i.e., DEFF = 2.25) shows that samples using the present design show variations similar to that of household samples of about 88% the size. Thus, the design as presented is highly efficient.

Values shown in Tables C-1 and C-2 may be converted into 95% confidence ranges through multiplying by the factor 1.96.

¹See, for example, the discussion by L.Kish in Kotz, S. and Johnson, N.L. *Encyclopedia of Statistical Sciences: Vol. 2* New York: John Wiley & Sons, 1982.

TABLE C-1

HARRIS SCHOLASTIC SAMPLES
SAMPLING ERRORS FOR SINGLE PERCENTAGES
PERCENTAGES FROM SAMPLE

Sample Base	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5000	0.46	0.64	0.85	0.97	1.04	1.06
4750	0.47	0.64	0.86	0.98	1.05	1.07
4500	0.47	0.65	0.87	1.00	1.06	1.09
4250	0.48	0.66	0.88	1.01	1.08	1.10
4000	0.49	0.67	0.89	1.02	1.10	1.12
3750	0.50	0.68	0.91	1.04	1.11	1.14
3500	0.50	0.69	0.93	1.06	1.13	1.16
3250	0.51	0.71	0.94	1.08	1.16	1.18
3000	0.53	0.72	0.97	1.11	1.18	1.21
2750	0.54	0.74	0.99	1.14	1.21	1.24
2500	0.56	0.76	1.02	1.17	1.25	1.27
2250	0.57	0.79	1.05	1.21	1.29	1.32
2000	0.60	0.82	1.10	1.25	1.34	1.37
1750	0.62	0.86	1.15	1.31	1.40	1.43
1500	0.66	0.91	1.21	1.39	1.48	1.51
1250	0.71	0.97	1.30	1.48	1.59	1.62
1000	0.77	1.06	1.41	1.62	1.73	1.77
750	0.87	1.19	1.59	1.82	1.95	1.99
500	1.03	1.42	1.90	2.17	2.32	2.37
250	1.42	1.96	2.61	2.99	3.19	3.26

NOTE: To use this table, find the row corresponding to the size of the sample base for the proportion. For base sizes not shown, use the next smallest base that appears in the table. Use the column corresponding to the sample proportion for which a sampling error is desired. If the sample proportion is not shown, round toward 50% (e.g., 43% becomes 50%).

TABLE C-2
HARRIS SCHOLASTIC SAMPLES
SAMPLING ERROR FOR DIFFERENCES BETWEEN SUBCLASS PERCENTAGES
PROPORTION NEAREST 50%

Subclass Split	5% or 95%	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
5-95	1.50	2.06	2.75	3.15	3.36	3.43
10-90	1.14	1.57	2.09	2.39	2.56	2.61
15-85	0.99	1.36	1.82	2.08	2.23	2.27
20-80	0.91	1.25	1.67	1.92	2.05	2.09
25-75	0.86	1.19	1.58	1.81	1.94	1.98
30-70	0.83	1.14	1.52	1.75	1.87	1.91
35-65	0.81	1.11	1.49	1.70	1.82	1.86
40-60	0.80	1.10	1.46	1.67	1.79	1.83
45-55	0.79	1.09	1.45	1.66	1.77	1.81
50-50	0.79	1.08	1.44	1.65	1.77	1.80

NOTE: This table shows sampling errors for differences between percentages P1 and P2, based on two subclasses. First, find the subclass proportion nearest 50%. Use this proportion to find the appropriate column. The appropriate row is determined on the basis of the sample split between the two subclasses. For example, if the total sample size is 2,000 and the subclass sizes were 500 and 1,500, the split would be 25-75. A split of 25-75 uses the same table row as a split of 75-25. This table is only appropriate for dichotomous subclasses.

APPENDIX D: THE QUESTIONNAIRE

**Study No.952030
(108-113)
December 18, 1995
(Grades 7-12)
(114-115)**

Questionnaire No.: _____
(1-5)

Sample Point No.
 (116-125)

THANK YOU for taking part in our important study. This survey is being conducted to help us learn more about students' experiences and opinions of school life and their day-to-day challenges and concerns.

Many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you think, or have experienced. This is not a test. There are no right or wrong answers. Again, please be as honest as you can in answering these questions.

Please answer the questions in the order they appear and do not skip ahead.

We are not asking for your name, your answers will be kept confidential and anonymous. You have been given an envelope in which to seal your questionnaire before you hand it in. It will not be opened except by Harris personnel.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is very important that you answer all questions carefully.

NOTE: This questionnaire contains students' responses to Section A (Demographics) and Section D, the subject of this report. Sections B, C and E are the subjects of other reports in this series.

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THE QUESTIONNAIRE IS EASY TO FILL OUT

1. Simply circle the number that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLES:

What is your favorite season of the year? (**CIRCLE ONE ANSWER ONLY**)

Spring 1
 Summer 2
 Fall 3
 Winter 4
 Don't know 5

What are your favorite colors? (**CIRCLE AS MANY ANSWERS AS APPLY**)

Blue 1
 Green 2
 Red 3
 Yellow 4
 Purple 5
 Other (WRITE IN ANSWER BELOW):
 _____ 6
 Don't know 7

2. Other questions will ask you to answer a series of questions.

EXAMPLE: Do you go to school during the (**CIRCLE ONLY ONE FOR EACH ITEM -- A THROUGH D**)

	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
A. Spring	1	2	3
B. Summer	1	2	3
C. Fall	1	2	3
D. Winter	1	2	3

3. Use a **pencil** to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase your first answer completely.
4. Please do not talk over your answers with others.

<p align="center">IN ADVANCE, THANK YOU VERY MUCH FOR YOUR HELP WITH THIS VERY IMPORTANT STUDY</p>

A. HOME AND SCHOOL LIFE

A1. What grade of school are you in?

7th grade	7	18	
8th grade	8	17	
9th grade	9	19	
10th grade	10	16	
11th grade	11	16	
12th grade	12	18	(137-138)

A2. Are you...?

Male (a boy)	1	51	(139)
Female (a girl)	2	49	

A3. What is your race or ethnic background? **(CIRCLE ONE ANSWER ONLY)**

White (not Hispanic)	1	66	(140)
Black or African-American (not Hispanic) ..	2	15	
Hispanic/Latino -- White	3	8	
Hispanic/Latino -- Black	4	1	
Asian, Asian Indian, or Pacific Islander	5	5	
Native American or Alaskan Native	6	1	
Some other race (WRITE IN BELOW)			
<u>Hispanic/Latino-Unspecified</u>	7	3	
Don't know	8	1	

Bold = % Answering

- A4 How many adults in total -- that is, people who are age 18 or over -- live in your household? **(WRITE THE NUMBER BELOW)**

MEAN = 2 (141-142)

- A5. Which of the adults listed below do you live with most of the time...? **(CIRCLE ALL THAT APPLY)**

Mother	1	9 1	(143)
Father	1	6 5	(144)
Stepmother	1	2	(145)
Stepfather	1	9	(146)
Grandmother	1	6	(147)
Grandfather	1	3	(148)
Aunt	1	3	(149)
Uncle	1	2	(150)
Other adults (WRITE IN BELOW)			

<u>Sibling</u>	1	7	(151)
Mother and Father		6 0	

- A6. Which of the following best describes your family? **(CIRCLE ONE ANSWER ONLY)**

My parents (or guardians) are married	1	6 7	(152)
My parents (or guardians) are separated or divorced	2	2 4	
My parents (or guardians) have never been married	3	6	
Other (WRITE IN BELOW)			

<u>Don't know</u>	4	-	
	5	1	

Bold = % Answering

- A7. How many of the adults in your home work full-time or part-time outside the home? **(WRITE THE NUMBER BELOW)**

MEAN = 2 (153-154)
1 Adult = 29%; 2 Adults = 55%; 3 or More Adults = 21%

- A8. How many of the adults in your home are currently unemployed, but would like to work? **(WRITE THE NUMBER BELOW)**

(155-156)
1 Adult = 21%; 2 Adults = 4%; 3 or More Adults = 1%

THESE QUESTIONS ARE ABOUT YOUR SCHOOL LIFE.

- A9. What grades do you usually get? **(CIRCLE ONE ANSWER ONLY)**

Mostly A's	1	16		(157)
Mostly A's and B's	2	37		
Mostly B's	3	7		
Mostly B's and C's	4	25		
Mostly C's	5	5		
Mostly C's and D's	6	7		
Mostly D's and F's	7	2		

- A10. In a typical school week, how often are you assigned homework -- everyday, 3 or 4 days a week, 1 or 2 days a week, or less often? **(CIRCLE ONE ANSWER ONLY)**

Every day	1	49		(158)
3 or 4 days a week	2	34		
1 or 2 days a week	3	10		
Less often	4	5		
Don't know	5	2		

Bold = % Answering

A11. How often do you complete your homework -- nearly always, sometimes, hardly ever, or never? **(CIRCLE ONE ANSWER ONLY)**

Nearly always	1	6 6	(159)
Sometimes	2	2 7	
Hardly ever	3	5	
Never	4	1	
Don't know	5	1	

A12. Have you ever been suspended or expelled from school, or not?

Have been suspended or expelled	1	2 2	(160)
Have not	2	7 8	

A13. Do you take part in your school's free lunch program, or not?

Take part in lunch program	1	2 1	(161)
Do not	2	7 9	

162-180Z

B. EVALUATING THE EDUCATION SYSTEM

B1. Students are given grades in school -- A, B, C, D or FAIL based on the quality of their school work. If you were to grade your school on the job it does providing you with a good education, what grade would you choose? **(CIRCLE ONE ANSWER ONLY)**

A	1	2 4	(208)
B	2	4 2	
C	3	2 0	
D	4	5	
Fail	5	4	
Don't know	6	5	

Bold = % Answering

B2. How would you rate your school on the following issues -- excellent, pretty good, only fair, or poor? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

	<u>Excellent</u>	<u>Pretty Good</u>	<u>Only Fair</u>	<u>Poor</u>	<u>Don't Know</u>	
1. The quality of teachers in your school	1	2	3	4	5	(209)
2. Parental and community support for your school	1	2	3	4	5	(210)

B3. In your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Very Serious</u>	<u>Somewhat Serious</u>	<u>Not Very Serious</u>	<u>Not At All Serious</u>	<u>Don't Know</u>	
1. Overcrowded classrooms	1	2	3	4	5	(211)
2. Students lacking basic skills ..	1	2	3	4	5	(212)
3. Not enough equipment in places like science labs, gym rooms or computer labs	1	2	3	4	5	(213)
4. Not enough textbooks or other educational materials to go around	1	2	3	4	5	(214)

B4. Overall, do you think each of these problems is getting better, getting worse or staying the same? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Getting Better</u>	<u>Getting Worse</u>	<u>Staying The Same</u>	<u>Don't Know</u>	
1. Overcrowded classrooms	1	2	3	4	(215)
2. Students lacking basic skills	1	2	3	4	(216)
3. Not enough equipment in places like science labs, gym rooms, or computer labs	1	2	3	4	(217)
4. Not enough textbooks or other educational materials to go around	1	2	3	4	(218)

B5. Do you think your school provides students with up-to-date equipment in places like science labs, gym rooms and computer labs, or not?

School provides up-to-date equipment	1	(219)
Does not	2	
Don't know	3	

B6. Do you think your school provides students with up-to-date textbooks, or not?

School provides up-to-date textbooks	1	(220)
No, does not	2	
Don't know	3	

B7. Does your school do a good job, an average job or a poor job of using computers and technology to help students learn?

A good job	1	(221)
An average job	2	
A poor job	3	
Don't know	4	

B8. Does your school do a good job, an average job or a poor job of teaching students how to use computers?

A good job	1	(222)
An average job	2	
A poor job	3	
Don't know	4	

B9. How would you rate your school on providing students with interesting experiences outside the classroom -- like field trips, visiting speakers or special events -- do they do more than is needed, the right amount, or not enough?

More than is needed	1	(223)
The right amount	2	
Not enough	3	
Don't know	4	

B9a. How would you rate the choice of classes you have in your school -- do you have more than enough choices, just enough choices, or not enough choices?

More than enough choices	1	(224)
Just enough choices	2	
Not enough choices	3	
Don't know	4	

B10. If you could grade the teachers in your school on the following items, what grade would you give them? **(CIRCLE ONE GRADE FOR EACH ITEM)**

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Fail</u>	<u>Don't Know</u>	
1. Treating students with respect	1	2	3	4	5	6	(225)
2. Helping students who are having problems with their studies	1	2	3	4	5	6	(226)
3. Making learning interesting for everyone	1	2	3	4	5	6	(227)
4. Caring about their students' futures	1	2	3	4	5	6	(228)
5. Taking an interest in students' home and personal lives	1	2	3	4	5	6	(229)
6. Understanding the subjects they teach	1	2	3	4	5	6	(230)
7. Keeping control and discipline in their classrooms	1	2	3	4	5	6	(231)
8. Encouraging students' academic interests	1	2	3	4	5	6	(232)

B11. Please mark whether you think each of these statements is more often true or more often false for your school? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

More More Don't
Often True Often False Know

- | | | | | |
|--|---|---|---|-------|
| 1. Teachers in my school often treat their students like numbers | 1 | 2 | 3 | (233) |
| 2. Teachers in my school do everything they can to help students succeed | 1 | 2 | 3 | (234) |
| 3. Teachers in my school don't have enough time to pay attention to everyone | 1 | 2 | 3 | (235) |

B12. How interested would you be in becoming a teacher -- very interested, somewhat interested, not very interested or not at all interested? **(CIRCLE ONE ANSWER ONLY)**

- | | | | |
|-----------------------------|---|--|-------|
| Very interested | 1 | | (236) |
| Somewhat interested | 2 | | |
| Not very interested | 3 | | |
| Not at all interested | 4 | | |
| Don't know | 5 | | |

B13. Have you ever talked to one of your teachers about the possibility of becoming a teacher yourself one day, or not?

- | | | | |
|--|---|--|-------|
| Yes, have talked to a teacher about the possibility .. | 1 | | (237) |
| No, have not | 2 | | |
| Don't know | 3 | | |

B14. Has one of your teachers ever told you they thought you would make a good teacher, or not?

- | | | | |
|---|---|--|-------|
| Yes, have been told I would make a good teacher | 1 | | (238) |
| No, have not | 2 | | |
| Don't know | 3 | | |

B15. If you could grade your school's guidance counselors on the following items, what grade would you give them -- A, B, C, D, or Fail? **(CIRCLE ONE GRADE FOR EACH ITEM)**

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>Fail</u>	<u>Don't Know</u>	
1. Being knowledgeable about the courses you need to graduate from high school	1	2	3	4	5	6	(239)
2. Being knowledgeable about the courses you need for college	1	2	3	4	5	6	(240)
3. Being knowledgeable about options aside from college, like vocational or technical training programs	1	2	3	4	5	6	(241)
4. Being available when you need advice	1	2	3	4	5	6	(242)
5. Taking an interest in students' futures	1	2	3	4	5	6	(243)
6. Helping students who are having problems with their studies	1	2	3	4	5	6	(244)

245-280Z

C. SOCIAL TENSIONS, VIOLENCE AND EQUALITY AMONG TEENS

- C1. Overall, would you say that most students in your school get along with one another, only some students get along, or hardly any students get along with one another? **(CIRCLE ONE ANSWER ONLY)**

Most students get along	1	(308)
Only some students get along	2	
Hardly any students get along	3	
Don't know	4	

- C2. Thinking about your school, do you think each of these issues is a very serious problem, somewhat serious, not very serious, or not at all a serious problem? **(CIRCLE ONE ANSWER FOR EACH STATEMENT)**

	<u>Very</u> <u>Serious</u>	<u>Somewhat</u> <u>Serious</u>	<u>Not Very</u> <u>Serious</u>	<u>Not At All</u> <u>Serious</u>	<u>Don't</u> <u>Know</u>	
1. Tight groups of friends that do not talk to one another	1	2	3	4	5	(309)
2. Hostile or threatening remarks between different groups of students	1	2	3	4	5	(310)
3. Threats or destructive acts, other than physical fights	1	2	3	4	5	(311)
4. Turf battles between different groups of students	1	2	3	4	5	(312)
5. Physical fights between members of different groups of friends	1	2	3	4	5	(313)
6. Gang violence	1	2	3	4	5	(314)

- C3. In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

Increased	1	(315)
Decreased	2	
Stayed about the same	3	
Don't know	4	

- C4. How often do you see violence in or around your school -- very often, sometimes, rarely, or never?

Very often	1	(316)
Sometimes	2	
Rarely	3	
Never	4	
Don't know	5	

- C5. How worried are you about being physically attacked (hurt by someone else) in or around your school -- very worried, somewhat worried, not very worried, or not at all worried?

Very worried	1	(317)
Somewhat worried	2	
Not very worried	3	
Not at all worried	4	
Don't know	5	

- C6. Which of these statements best describes most of the physical fights that take place in your school? **(CIRCLE ONE ANSWER ONLY)**

Most physical fights are between friends	1	(318)
Most physical fights are between students who know, but do not like each other	2	
Most physical fights are between students who barely know one another	3	
Don't know	4	

- C7. Overall, would you say that in your school students from different economic backgrounds get along very well, somewhat well, not very well, or not at all well?

Very well	1	(319)
Somewhat well	2	
Not very well	3	
Not at all well	4	
Don't know	5	

- C8. In your school, how likely is it that students who come from different economic backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	(320)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

- C9. Overall, would you say that in your school students from different racial, ethnic or religious backgrounds get along very well, somewhat well, not very well, or not at all well?

Very well	1	(321)
Somewhat well	2	
Not very well	3	
Not at all well	4	
Don't know	5	

- C10. In your school, how likely is it that students who are of different racial, ethnic or religious backgrounds would become friends -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	(322)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

C11. How confident are you that, in your community, young people from different economic backgrounds are treated equally by the following groups -- very confident, somewhat confident, or not very confident? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

	<u>Very Confident</u>	<u>Somewhat Confident</u>	<u>Not very Confident</u>	<u>Don't Know</u>	
1. Teachers	1	2	3	4	(323)
2. Parents	1	2	3	4	(324)
3. Police Officers	1	2	3	4	(325)
4. Local storekeepers	1	2	3	4	(326)
5. The courts	1	2	3	4	(327)

C12. How confident are you that, in your community young people from different racial, ethnic or religious backgrounds are treated equally by the following groups -- very confident, somewhat confident, or not very confident? **(CIRCLE ONE ANSWER FOR EACH ITEM)**

	<u>Very Confident</u>	<u>Somewhat Confident</u>	<u>Not very Confident</u>	<u>Don't Know</u>	
1. Teachers	1	2	3	4	(328)
2. Parents	1	2	3	4	(329)
3. Police Officers	1	2	3	4	(330)
4. Local storekeepers	1	2	3	4	(331)
5. The courts	1	2	3	4	(332)

C13. If a young person like you were a suspect in a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	(333)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

C14. If a young person like you were the victim of a crime, how likely do you think it is that they would be treated fairly by the police -- very likely, somewhat likely, not very likely, or not at all likely?

Very likely	1	(334)
Somewhat likely	2	
Not very likely	3	
Not at all likely	4	
Don't know	5	

335-380Z

D. VALUES IN YOUNG PEOPLE'S LIVES

D1. Do you believe that lessons on values and principles of right and wrong belong in the classroom, or not?

Lessons on values and principles of right and wrong belong in the classroom	1	63	(408)
No, they do not	2	23	
Don't know	3	15	

D2. When teachers in your school talk about values and principles of right and wrong in the classroom, do you think the examples they use are realistic, or not?

The examples they use are realistic .	1	50	(409)
They are not realistic	2	30	
Don't know	3	20	

- D3. Do you think the lessons teachers try to teach about values and principles of right and wrong will be helpful to you in the future, or not?

They will be helpful in the future . . .	1	60	(410)
They will not	2	21	
Don't know	3	19	

- D4. Overall, do you think your school should place more emphasis on teaching values and principles of right and wrong, less emphasis, or is the level of emphasis about right?

Should place more emphasis on teaching values	1	34	(411)
Should place less emphasis on teaching values	2	15	
Current emphasis is about right	3	35	
Don't know	4	16	

- D5. In your school life, how important to you are faith and values -- very important, somewhat important, or not very important?

Very important	1	44	(412)
Somewhat important	2	39	
Not very important	3	10	
Don't know	4	6	

- D6. Where do you think teenagers mostly learn their values -- from their parents, their friends, their teachers, or from someone else?

(CIRCLE ONE ANSWER ONLY)

From their parents	1	56	(413)
From their friends	2	29	
From their teachers	3	4	
From someone else	4	6	
Don't know	5	6	

- D7. Who do you think teenagers go to most often when they need advice -- to their parents, their friends, their teachers, or someone else? **(CIRCLE ONE ANSWER ONLY)**

Their parents	1	13	(414)
Their friends	2	74	
Their teachers	3	3	
Someone else	4	6	
Don't know	5	5	

- D8. When you have an argument with another person, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

1. I try to convince the other person to agree with my point of view 1 66 (415)

OR

2. I try to understand the other person's point of view and agree with that person 2 34

- D9. When you have to make a difficult decision, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

1. I like to know I made a decision that I think is right 1 83 (416)

OR

2. I like to know that my friends think I made the right decision 2 17

D10. When you have to make a difficult decision, which statement is most true for you? **(CIRCLE ONE ANSWER ONLY)**

1. I think it is best to learn from the advice of people
you respect 1 3 9 (417)

OR

2. I think it is best to make your own decisions and learn
from your own mistakes 2 6 1

D11. Which of these activities have you taken part in during the past year? **(CIRCLE ALL THE ACTIVITIES YOU HAVE TAKEN PART IN)**

1. Attending religious services 1 5 7 (418)
2. Belonging to an after school group, like the drama club, a
sport team or the school choir 1 5 9 (419)
3. Participating in demonstrations or political rallies 1 7 (420)
4. Running for student government 1 1 1 (421)
5. Doing volunteer work or community service, like helping in a
nursing home, community center or public library 1 3 1 (422)
6. Belonging to a youth organization like the Girl Scouts, Boy
Scouts, or 4H Club 1 1 7 (423)

(CIRCLE BELOW IF YOU DO NOT DO ANY OF THESE THINGS)

7. I don't do any of these things 1 1 7 (424)

425-480Z

E. MULTICULTURALISM IN THE CLASSROOM

- E1. Please mark whether you agree or disagree with each of these statements?
(CIRCLE ONE ANSWER FOR EACH STATEMENT)

Don't
Agree Disagree Know

1. The teachers in my school mirror the social and ethnic make-up of the students in my school 1 2 3 (508)
2. My school does not offer classes that teach students about the history and culture of people who came to the U.S. from different parts of the world, such as Asia, India, Africa or South America 1 2 3 (509)
3. My school does a good job of helping students who have recently moved to this country learn or improve their English 1 2 3 (510)

- E2. Many schools are trying to teach students about the history and culture of many different people. Do you think your school places the right amount of emphasis on these kinds of lessons, too much emphasis, or not enough emphasis?

The right amount of emphasis 1 (511)
Too much emphasis 2
Not enough emphasis 3
Don't know 4

- E3. Do you think your teachers do a good job, an average job or poor job of helping students learn to be tolerant of those who are different from themselves?

Do a good job of helping students learn to be tolerant 1 (512)
Do an average job of helping students learn to be tolerant 2
Do a poor job of helping students learn to be tolerant 3
Don't know 4

E4. How interested would you be in learning more about the holidays and other special events that people celebrate in different parts of the world -- very interested, somewhat interested, or not very interested?

Very interested	1	(513)
Somewhat interested	2	
Not very interested	3	
Don't know	4	

514-580Z

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY, YOUR PARTICIPATION IS GREATLY APPRECIATED!

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